

# Iowa Department of Education

## Indicator 13 Critical Elements Reference Sheet 2012

Criteria for Each Indicator 13 Critical Element	Likely Locations and Notes
<p><b>Critical Element 1: Interests and Preferences (T20)</b>            What: Interests and/or preferences as they relate to post-secondary areas. Typical statements begin: Jesse likes . . . Clayton chooses . . . or LaTisha wants.  <b>Criteria:</b> Must meet <b>the</b> criteria below.</p> <ol style="list-style-type: none"> <li>1. Either the <i>student's</i> interest or preferences are recorded.</li> </ol>	<p>Likely location: Page B- <i>"Strengths, interests and preferences of this individual."</i>            Other Locations: Page B- In the results sections of the <i>"Transition Assessments"</i></p>
<p><b>Critical Element 2: Transition Assessments (T21 a, b, and c)</b>            What: Transition assessments for <b>each</b> area of <b>living, learning, and working</b>  <b>Criteria:</b> Must meet <b>all</b> three criteria below.</p> <ol style="list-style-type: none"> <li>1. <i>Source of the data.</i> The IEP should include information that names the method of assessment (e.g., classroom observation, student interview) or the specific name of the assessment tool. Student interview as the only source is not sufficient.</li> <li>2. <i>Specific data.</i> Information related to strengths/needs for <i>each</i> postsecondary area and targeted post-secondary expectations (living, learning, and working) is provided. (Look at data collected during RIOT.)               <ul style="list-style-type: none"> <li>• Data are sufficient to determine if there is a need for transition services in the specific post-secondary area as it relates to the student's targeted post-secondary expectation in that area (e.g., full time employment).</li> <li>• If services are needed, data are specific enough to write a goal or activity.</li> <li>• If there is no need for services in a post-secondary area, the data are sufficient to determine that there is no need for transition services in that post-secondary area.</li> </ul> </li> <li>3. <i>Each post-secondary area has been assessed.</i> Data are sufficient to determine that an assessment of <i>each</i> post-secondary area was made.</li> </ol>	<p>Likely Location: Anywhere on page B            Other Locations: <i>"Current Functioning"</i> on page D</p> <p>Note: By the 2013-14 school year, the IEP must include the required components of <i>I Have a Plan Iowa</i> (or district alternate career designated system) relevant to the student's grade level.</p>
<p><b>Critical Element 3: Post-Secondary Expectations (T22 a, b, c)</b>            What: Post-Secondary Expectation for <b>each</b> area of <b>living, learning, and working</b>  <b>Criteria:</b> Must meet <b>all</b> three criteria below.</p> <ol style="list-style-type: none"> <li>1. Projects beyond high school.</li> <li>2. Is consistent with available transition assessment data*</li> <li>3. Is observable.</li> </ol>	<p>Likely Location: <b>Must</b> be in the appropriate section on page B, <i>"Based on the transition assessments, describe the post-secondary expectations for living, learning, and working."</i></p> <p>*Note: The quality of the transition assessment is not considered here. That was considered in T21a, b, &amp; c. To avoid double jeopardy, the question here is whether the PSE is consistent with the <u>available</u> transition assessment.</p>

Criteria for Each Indicator 13 Critical Element	Likely Locations and Notes
<p><b>Critical Element 4: Course of Study (COS)(T23 a, b, and c)</b>            What: COS projects to the anticipated end of high school  <b>Criteria:</b> Must meet <b>all</b> three criteria and their indicators.</p> <ol style="list-style-type: none"> <li>1. Identifies graduation criteria specifically:               <ul style="list-style-type: none"> <li>• Overall number of credits required,</li> <li>• Subject areas (e.g. 4 English credits),</li> <li>• And other requirements for graduation <b>OR</b> if student is to graduate by other specific means.</li> </ul> </li> <li>2. Student's current status in regards to graduation requirements and what is needed are defined. Specifically:               <ul style="list-style-type: none"> <li>• Targeted graduation date</li> <li>• Required courses yet to be completed</li> <li>• Number of credits yet to be completed</li> <li>• Any other accomplishments required for graduation</li> <li>• Targeted graduation is feasible for the student</li> </ul> </li> <li>3. Courses and activities including linkages necessary to pursue student's PSE are documented <b>and</b> project to targeted graduation date.</li> </ol>	<p>Likely Location: <i>"Course of Study"</i> on Page B            Other Locations: Page F of IEP under <i>"Linkages/Interagency responsibilities, Development of work or other post-high school living objectives, or Community experiences."</i></p>
<p><b>Critical Element 5: Annual Goals (T24)</b>            What: Annual goals to prepare student to pursue post-secondary expectations  <b>Criteria:</b> Must meet <b>both</b> criteria below.</p> <ol style="list-style-type: none"> <li>1. Each goal addresses a need identified in the PLAAFP and</li> <li>2. Each goal is a priority/essential skill for the student's pursuit of the post-secondary expectations</li> </ol>	<p>Likely Location: Page D of IEP            Other Locations: To determine if goals address needs identified in the PLAAFP and are priority/essential skills to support pursuit of the PSE, you will need to refer back to page B.</p>
<p><b>Critical Element 6: Supports, Services, Activities, Linkages (T25 a)</b>            What: Services and supports are appropriate and sufficient for duration of the IEP  <b>Criteria:</b> Must meet criteria below.</p> <ol style="list-style-type: none"> <li>1. There are goals, services or activities for every postsecondary area (Living, Learning, and Working) ;</li> <li>2. <b>AND</b> the goals, services or activities that are identified meet priority needs identified in the PLAAFP;</li> <li>3. <b>OR</b> a detailed explanation supports there are no needs in the missing postsecondary area(s).</li> </ol>	<p>Likely Location: Page F of the IEP.            Other Locations: Will need to examine entire IEP to see if services identified are sufficient.</p>